

# The Agricultural College

EXTENSION BULLETIN

CENTRALIZED SCHOOLS IN OHIO

A. B. GRAHAM



Centralized School at Gustavus, Trumbull County

Established 1897

Cost \$3,000

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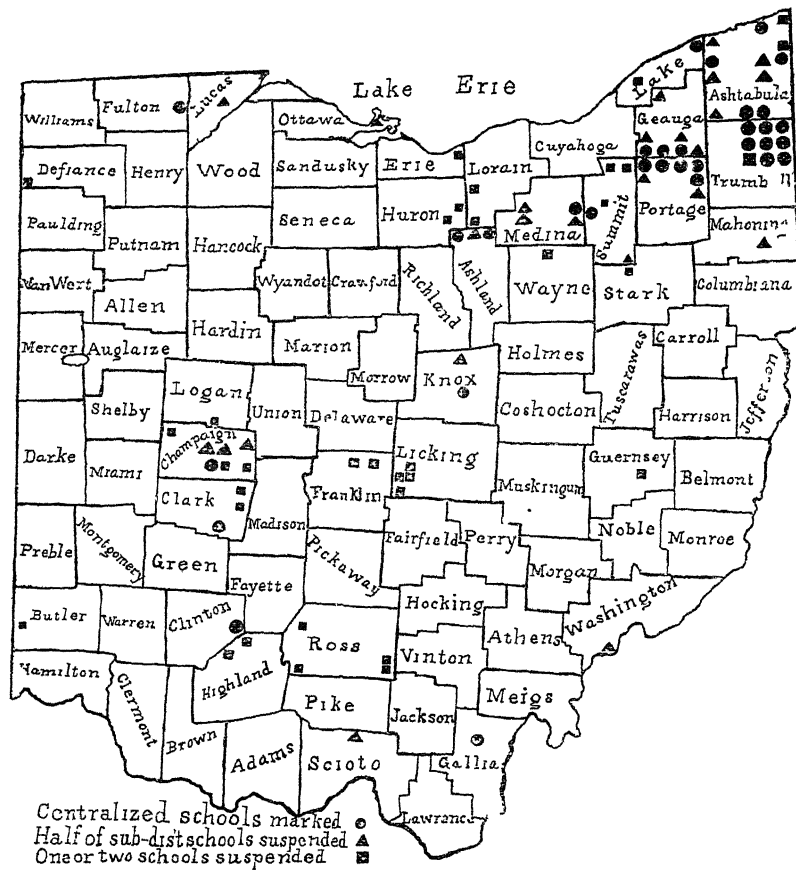
PUBLISHED MONTHLY BY THE OHIO STATE UNIVERSITY

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COLUMBUS

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Entered as Second-Class Matter November 17, 1905, at the Post Office at Columbus, Ohio,  
under Act of Congress July 16, 1894.



Map of Ohio showing Centralized and Consolidated Schools

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## CENTRALIZED SCHOOLS IN OHIO

In 1821 the first law providing for free schools in Ohio was enacted by the General Assembly. A scattered population and comparatively little wealth prevented the organizing of many public schools during the following ten years. At the end of the next forty years the country contained many cities known for being little more than trade centers for a large rural population.

At the close of forty years of peace since the Civil War industrial conditions are found which have rendered necessary a greater amount of hand labor in manufacturing than in farming. Factories are now



Centralized School at Lee's Creek, Wayne township, Clinton county.

Agriculture in course of study. Complete water, lighting, and heating system. Playing and eating rooms; piano, library, and cabinet of tools for bench work. Building and all equipment cost \$17,500. Without doubt the finest centralized school building and equipment in Ohio.

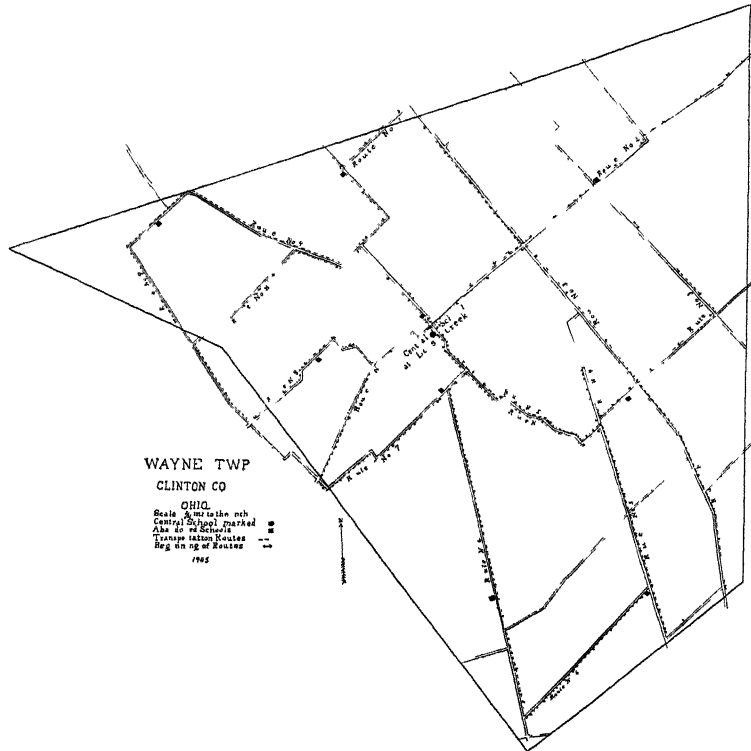
Six miles from village of Sabina.

filled with men from the farm and small villages. Owners of farms have many times sought for themselves and their children a better social atmosphere and higher educational advantages in villages of from five hundred to five thousand people. The farmer who retires usually purchases a small home in a village or city. On the farms are found renters or hired men who, as a rule, change their residence frequently

enough to render more or less unstable conditions and interests in the little rural school. Of those who own and live on farms some have no children, and many have only one or two.

A rural population of 75 and 80 per cent has rapidly decreased to 60 per cent of the state's population. While there has been an increase of wealth, the rural districts have not kept pace with the villages and cities, which now represent 55 per cent of the state's wealth.

The soil has been gradually losing its fertility; machinery has become necessary in extensive or intensive farming; no longer in small areas of territory are found the number of young or old entering into



Map of Wayne township, Clinton county.  
Roads in Virginia Military Land somewhat irregular. Nine routes.

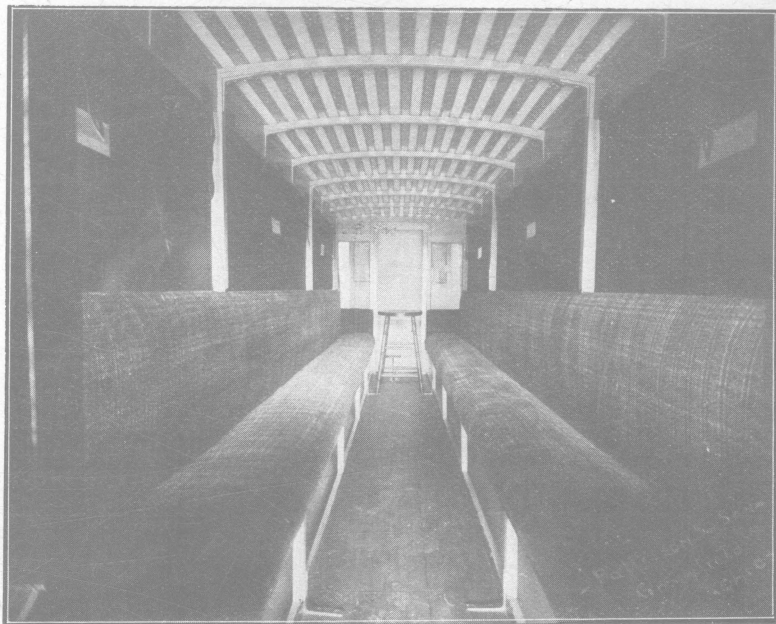
the social or religious life of the community; the introduction of machinery has made each farmer more independent of his neighbor in doing work which once required a number of helpers; the telephone and rural mail have come to make more rapid the transaction of business and to hasten the transmission of news.

The demand for factory help, the failure of the soil to respond as generously as it once did when there was not apparent the necessity for wisdom in the methods of farming, the fact that man is a gregarious



animal, and the inefficient school system have caused many to seek homes in villages and cities.

The annual decrease of about 4,000 children in the school enumeration in township districts of the state has left many sub-districts with a school enrollment of from three to fifteen where once were found from forty to seventy-five pupils. An examination of the enumerations in fifteen of the best farm counties shows an average to the county of nearly nine sub-districts, each of whose enumeration is fifteen children or less. The attendance in such sub-districts is rarely more than ten pupils. Counting the same average per county there are over 750 such small sub-districts in the state.

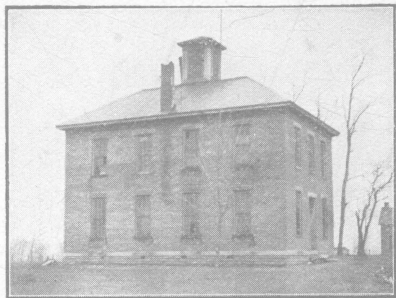


Interior of Transportation Wagon used in Wayne township, Clinton county.  
Will seat about twenty comfortably. Cost \$175.

This number is probably entirely too small. Because of reasons already stated and the rapid organization of new sub-districts there can be no hope that the sub-district school of to-day will ever be larger than it is now.

The fact that wages for rural school teachers are not equal in purchasing power to what they have been for thirty years, the age limit at which certificates may be granted, a better intellectual qualification, the short time positions may be retained, the increasing demands of public sentiment as to dress and social duties, the refusal of the law and medical colleges to accept teachers' certificates offered to meet entrance requirements, and the lack of proper organization and careful supervision have all had a tendency to lessen the number seeking position in

rural schools. Not the raising of the standard of teachers' examinations and the increased demand for better training, but small remuneration, insecurity of the positions, and the never-ending meddling of those not directly interested in the schools have rendered rural schools less desirable to those whose services should be commanded by such communities. A few rural schools in our state were unable to open last fall because no teachers could be secured.



Two-story brick building abandoned in Wayne township, Clinton county.



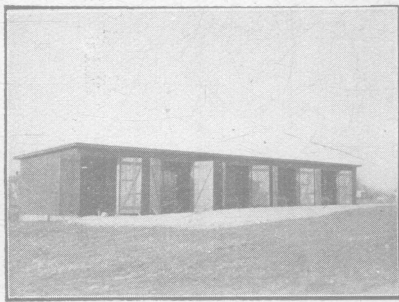
One of eight single room brick buildings abandoned in Wayne township, Clinton county.

## First Centralized School

In 1892 Kingsville township board of education were confronted with the necessity of providing a new school building. Their schools were small and the per capita expense was unduly large. It was finally agreed to transport the children of the township to a village school; and, in order to make the centralization legal and to provide



Four of nine transportation wagons used in Wayne township, Clinton county. Wagons heated by oil stoves.



Sheds for sheltering wagons during vacation and at other times when needed. On school ground at Lee's creek, Wayne county.

for the costs of transportation, a special bill was introduced into the General Assembly and became a law April 17, 1894. The measure applied only to Kingsville township, Ashtabula county, and was as follows:

SECTION 1. Be it enacted by the General Assembly of the State of Ohio, that any board of education in any township which by the federal census of 1890 had a population less than 1,710, nor more than 1,715, of any county which by the same census had not less than 43,650 nor more than 43,660 inhabitants, may, at their discretion, appropriate funds derived from the school tax levy of said township, for the conveyance of pupils in sub-districts from their homes to the high school



Centralized School at Kinsman, Trumbull County.  
Cost \$6,000. Library, piano, and good plumbing. Use from  
30 to 35 tons of coal per year.

of said township. Provided, such appropriation for any sub-district shall not exceed the amount necessary, in the judgment of the board, for the maintenance of a teacher in such sub-district, for the same period of time.

In the succeeding General Assembly another measure was passed for the relief of the counties of Stark, Ashtabula, and Portage. On April 5, 1898, the General Assembly passed a general law on the subject. In 1897, one year before the law was made general, Mad River township, Champaign county, transported eighteen children to Westville, rather than establish a new sub-district and build a new school house. This was the first step toward establishing a centralized school in Western Ohio.

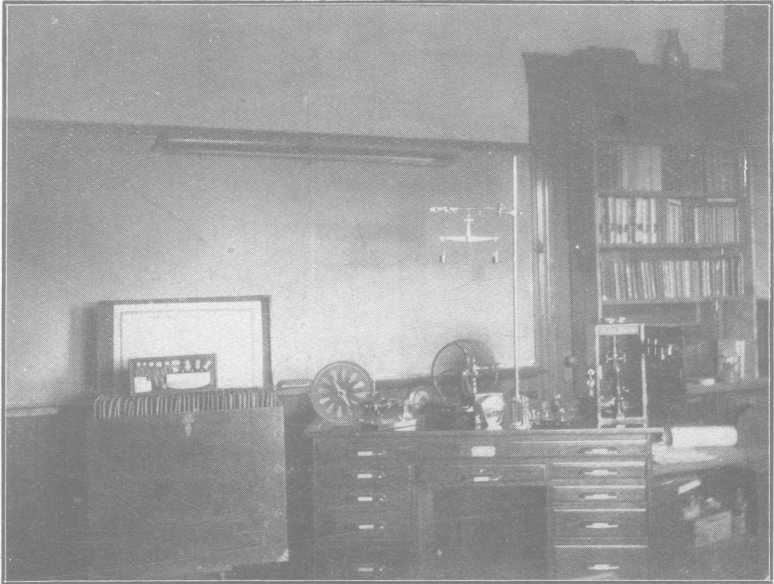
The demand by those living in the country for an education that will meet the needs of the most progressive brought into our statutes a general law providing for centralized and consolidated schools, that would in a few years equal, in equipment, course of study, and corps of teachers the village or city schools, and, in point of natural surroundings and conditions conducive to forming habits of hard work, far excel what the city or village may offer.

## General Law

The law at present relating to centralized schools and the suspending of sub-districts was passed April 25, 1904, and is as follows:

Centralization by suspension of one or more sub-district schools. (Sec. 3922, Ohio School Laws.)

The board of education of any township school district is authorized to suspend the schools in any or all sub-districts in the township district, but upon such suspension the board must provide for the con-



Apparatus and part of library found in High School of  
Centralized School at Kinsman, Ohio.

veyance of pupils residing in such sub-district or sub-districts to a public school in said township district, or to a public school in another district, the cost of such conveyance to be paid out of the funds of the township school district; or the board may abolish all the sub-districts, providing conveyance is furnished to one or more central schools, the expense of such conveyance to be paid out of the funds of the district. When transportation of pupils is provided for, the conveyance must pass within at least the distance of one-half of a mile from the respective residence of all pupils, except when such residences are situated more than one-half of a mile from the public road; but boards of education shall not be required to provide transportation for pupils living less than one-half of a mile from the school house.

Centralization, submission of question to vote. (Sec. 3927-2, Ohio School Laws.)

A township board of education may submit the question of centralization, and upon the petition of not less than one-fourth of the

qualified electors of such township district, must submit such question to a vote of the qualified electors of such township district, and if more votes are cast in favor of centralization than against it, at such election, it shall then become the duty of the board of education, and such board of education is required to proceed at once to the centralization of (the) schools of the township, and, if necessary, purchase a site or sites and erect a suitable building or buildings thereon; provided, that if, at the said election, more votes are cast against the proposition



Bas-tke ball Club and Ground at Kinsman, Ohio.

for centralization than for it, the question shall not again be submitted to the electors of said township district for a period of two years. When the schools of a township have been centralized, such centralization shall not be discontinued within three years thereafter, and then only by the petition and election as required herein, and if at such election more votes are cast against centralization than for it, the division into sub-districts, as they existed prior to the centralization, shall be thereby re-established at the next regular election, and sub-district directors shall be elected as provided in section 3921a of this act.

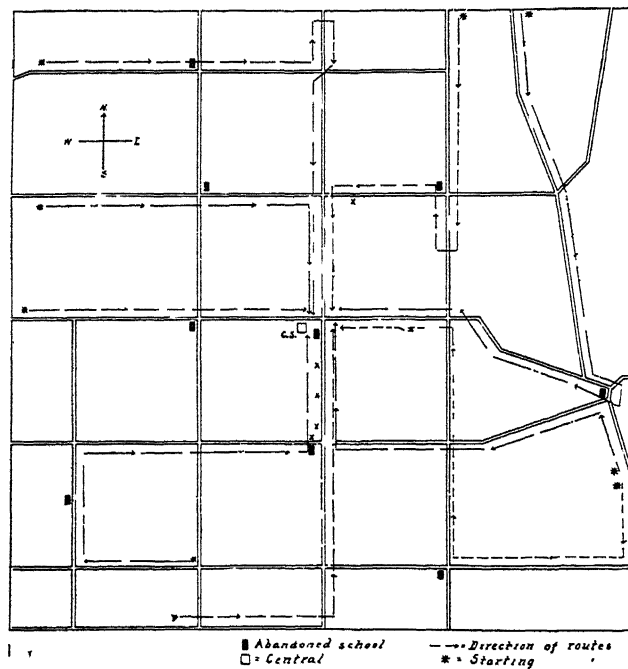
## Special Districts

(Sec. 3934, Ohio School Laws.)

Boards of education of special school districts are authorized to provide for the conveyance of pupils of said districts to the school or schools of the district, the expense of said conveyance to be paid from the school funds of the special school districts; provided, however, that boards of education of such districts as provide transportation



or the pupils thereof, shall not be required to transport pupils living less than one-half of a mile from the school house, transportation of such pupils being optional with the board of education. Provided, further, that when any pupils of said district reside at a greater distance than one and one-half miles from the school house the board of



Map of Gustavus township, Trumbull county

education *shall be required* to provide for the conveyance of such pupils, and the expense thereof to be paid from the school funds of said special school district. (Passed and approved April 25, 1904.)

There are two ways, it will be observed, by which schools may be centralized. Most townships having a complete system of centralized schools, whether at one or two points, have made them so by a vote of the people. In other townships the board of education has suspended the sub-district school and furnished transportation to another sub-district school of one or two rooms or to a nearby village school.

There are many special districts that have been formed to lessen the rate of taxation; some no doubt have been formed to defeat any attempt to centralize or consolidate the township schools. Whatever the motive or purpose in organizing a special district, those who are beyond a mile and a half from school by the nearest traveled public road can *compel* the board of education to furnish transportation for their children

### Types of Centralized Schools

1. In a few townships the sub-district schools have been aban-

doned and the pupils conveyed to a village school centrally located. Such schools are found at Kingsville, Ashtabula county, and at Windham, Portage county. In Windham township the board of education contracts with the village board of Windham for tuition. To Woodstock, Champaign county, sixty pupils from four schools in Rush town-



Many second stories have been so constructed that they can be converted into one large auditorium by the use of sliding or folding doors, or partitions which can be raised.

Such a room at Johnston, Trumbull county, is shown above.

ship are transported in three comfortable wagons at a cost of \$100 per month. The pupils from seven out of eight sub-districts are transported from Fulton township, Fulton county, to the village school at Swanton.

2. In most completely centralized townships the central building, grounds, wagons, etc., belong to the township. In some places the wagons belong to the drivers or contractors. Such schools are to be found in Wayne township, Clinton county; Mad River township, Champaign county; Copley township, Summit county, and about twenty others in Northeastern Ohio.

3. At Selma, Clark county, and at Bidwell, Gallia county, are special districts created to include territory sufficiently extensive that pupils might be transported to school. They are known as the Selma Special and the Porter-Bidwell Special, and are the only school districts in our state organized to comply with Section 3934.

4. The fourth type may hardly be considered centralized, but rather consolidated schools. Such are found in Madison township, Lake county; Salem township, Champaign county; Valley township, Scioto county; Liberty township, Ross county, and about thirty others.

There are now 92 centralized and consolidated schools, divided as follows: One or two schools suspended and children transported to another school, 35; about one-half or more of township schools suspended, 25; nearly or completely centralized, 32.

## Drivers' Contract

As many different contracts as there are centralized townships might be offered, each differing in some particular. Below is found one covering the most important features of all:

Each driver must furnish a team that is safe, yet strong and active enough to draw the load on a slow trot. Each driver must start from the farther terminus of his route at such time as will enable him



Transportation Wagons Used in Johnston Township, Trumbull County.  
Cost from \$80 to \$100. Some have been in use six years.

to reach the school house by driving directly and with due speed, not later than 8:05 A. M., Standard Time, making only such stops as are required for the pupils to enter the wagon. In case any pupil shall not have reached the road, the driver must wait a reasonable length of time.

Each driver must blow a horn to announce his coming in the morning that the pupils may be ready, and in the evening that the parents may know of their arrival at home.

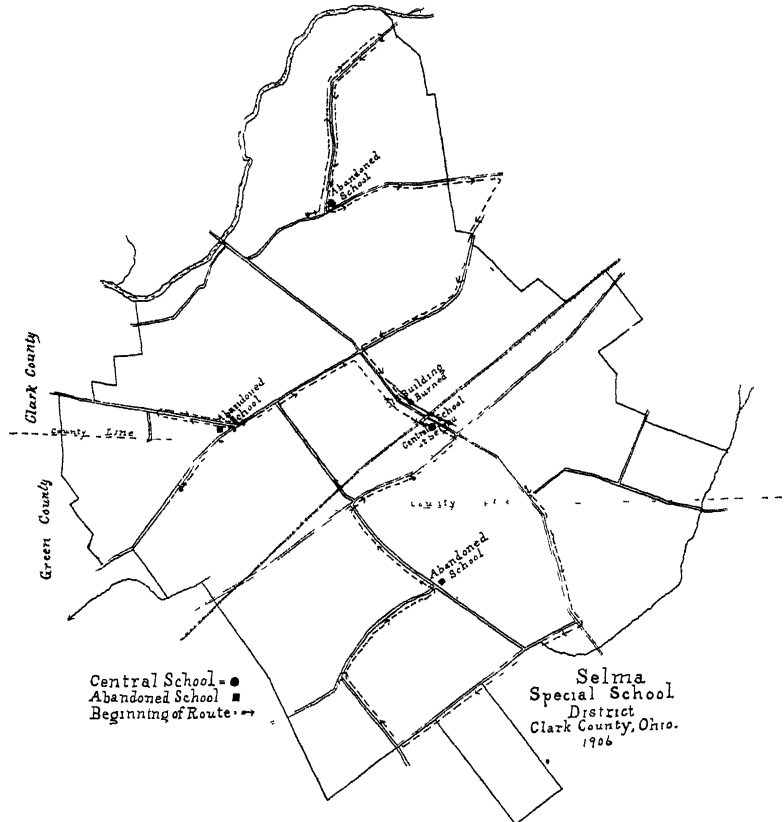
Each driver must be at the school house at 3 P. M. with his wagon ready to receive his load, and shall drive thence to the farther terminus of his route as quickly as the condition of the roads and the welfare of his team will permit, making only such stops as are necessary for his pupils to leave the wagons at their respective homes. Each driver must make a full stop for each pupil to enter and leave the wagon.



Each driver is required to keep his wagon in shelter, except when driving his route.

Each driver is required to abstain from the use of intoxicants while in the employ of the board of education, and to so deport himself as to set a good example for the children under his care.

Each driver must refrain from discussing any topic that may have a tendency to make trouble in the school, such as the qualification of



Map of Selma Special School District, Clark county, Ohio.  
Virginia Military Land.

the teachers, the merits of a punishment, etc. Each driver must avoid quarreling with any child under his care.

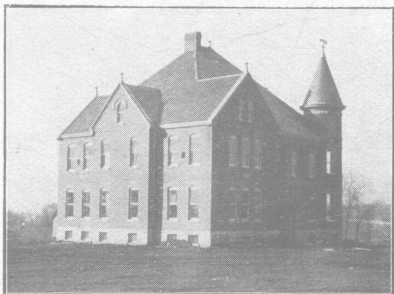
Each pupil upon entering the wagon must clean his shoes of mud or snow and be seated in the place designated by the driver or superintendent, and remain in that place till his destination is reached. Pupils must conduct themselves in a proper manner. There must be no hallooing on passing people, loud or boisterous noise, swearing, vulgarity, smoking or chewing tobacco by pupil or driver.

Pupils will be under the immediate control of the driver, the whole

to be under the control of the superintendent and the board of education, to whom all complaints must be made.

The deportment of each pupil in the wagon will be considered by his teacher in making up his grade card.

The driver shall from time to time be advised and directed by the superintendent and the board of education.



Centralized School at Selma, Clark county. Basement play rooms and eating rooms. Modern heating and ventilating systems. Agriculture in course of study.

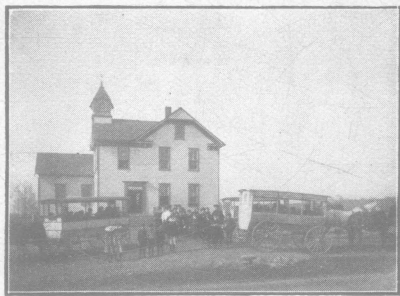


One of three brick buildings abandoned in Selma special district, Clark county. All buildings and ground sold.

Each driver must discharge the provisions and details of this contract under penalty of immediate dismissal and forfeiture of the amount then due him by and from the board of education. Each driver must be responsible for any damage done his wagon while in his possession, except when such damage is unavoidable, such fact to be determined by the board of education.



Transportation Wagon owned by Board of Education of Selma Special District, Clark county. Cost \$150. Will carry eighteen children.



Centralized School at East Mecca, Trumbull county. Another in west half of same township. Each building cost \$2,500.

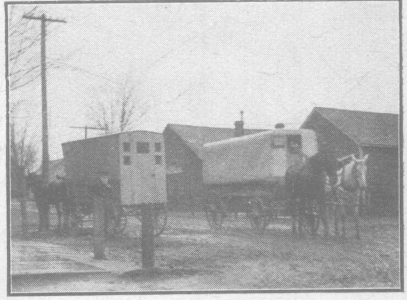
Each driver may draw eighty-five per cent of his wages at the end of each month, the fifteen per cent remaining in the hands of the treasurer as a guarantee for the faithful performance of the provisions of the contract, said fifteen per cent to be paid him at the end of the school year, provided he has complied with the requirements of his contract.

## Cost

In twenty townships and special districts which the writer visited, the question, "Is it cheaper?" was asked. The answer many times was, "It is not how cheap, but how efficient." While a completely centralized system may cost a little more, the cost per pupil on the average daily attendance is not so great.

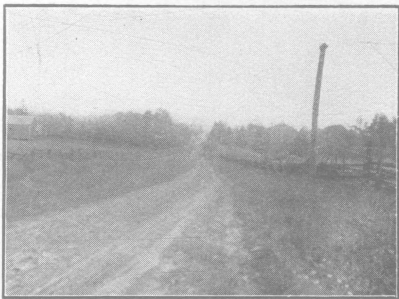


Centralized School at Magrew, Cham-  
paign county, Ohio. Cost \$5,000. Good  
library and apparatus. Heat by fur-  
nace. Teachers paid from \$45 to \$75.

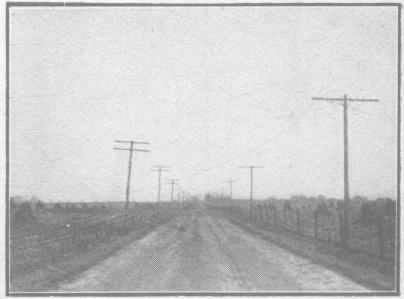


Two of six wagons used to transport pu-  
pils at Magrew, O. They will seat from  
twenty to twenty-six pupils. Drivers  
paid on an average of \$35 per month.

Many townships have voted to bond themselves from \$5,000 to \$8,000. There are others that have accumulated enough in the building fund to keep down the bonded indebtedness to a very small amount. The fine building and equipment at Lees Creek, Wayne township, Clinton county, cost \$17,500, but bonds for only \$6,000 were issued, \$4,000 of which remain unpaid. Madison township, Lake county, has already voted to issue bonds for \$5,000 for a new central building.



A road in north-eastern Ohio over which  
pupils are transported. No gravel.

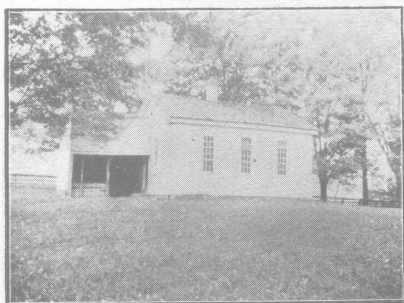


A well graded gravel and crushed stone  
road in western Ohio over which children  
are transported to school.

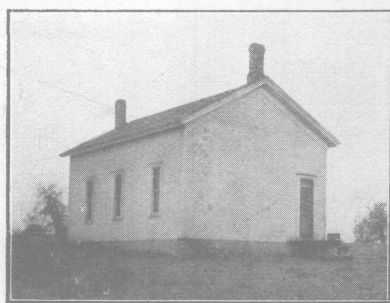
Routes are let to the lowest responsible bidders; the amount paid varies from ninety cents to two dollars and twenty-five cents per day, varying with the number of miles and the number of children transported. The distances vary from two and one-half to eight miles,

and the number per conveyance from six to twenty-seven. Average cost per day for conveyance is \$1.50; average distance, four and one-half miles; average number per conveyance, twenty.

Wagons cost from \$80 to \$175. The cost of wagons used in Northeastern Ohio is seldom over \$100. The wagons used at Lees Creek and Selma cost from \$150 to \$175; these are very well finished wagons.



An abandoned school building in Portage county.



An abandoned school building in Geauga county.

At the central school there is but one pump, one heating system, one set of charts or maps, one roof for repairs, few outside buildings, one fence and only one or two of any other things which under the old plan must be purchased in quantities or in as many sets as there are schools.

The following table suggests the amounts paid for teams and drivers and the lengths of the routes:

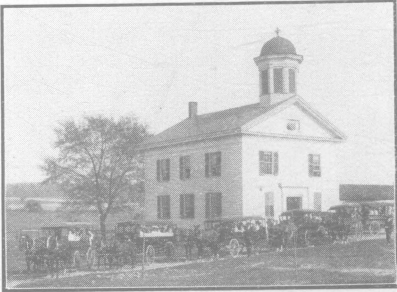
Route.	Amount.	Miles Traveled.
No. 1.....	\$1.60 per day.....	5 miles.
No. 2.....	1.00 per day.....	3½ miles.
No. 3.....	.70 per day.....	2½ miles.
No. 4.....	1.60 per day.....	5 miles.
No. 5.....	1.25 per day.....	4 miles.
No. 6.....	1.50 per day.....	4¾ miles.
No. 7.....	1.45 per day.....	4½ miles.
No. 8.....	1.55 per day.....	5 miles.

In some parts of the state where the routes are long a little more is paid. Many take this work that teams may be used regularly through the winter. There has never been any trouble about securing bidders.

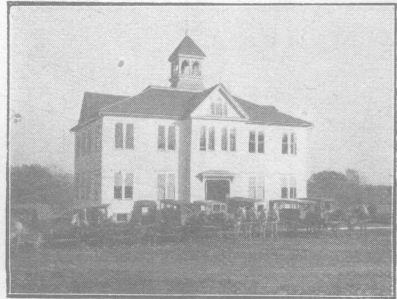
The little sub-district of three or four to twenty pupils and the central or consolidated school of one hundred or two hundred or more children may each pass by the name school. A twenty dollar cow and a fifty dollar cow may pass by the same name, but the blue milk and the thin cream of one and the rich milk and thick cream of the other make a great difference in the cows. So it is with the centralized or consolidated schools; the product is the gauge of efficiency.

## Heating of Wagons

Very few wagons in Northeastern Ohio are heated except in severe winter weather. Blankets and robes are usually provided. Oil stoves, lanterns, carbon brick heaters, soap stones, and three-foot boards made warm by placing in an oven have all been used.



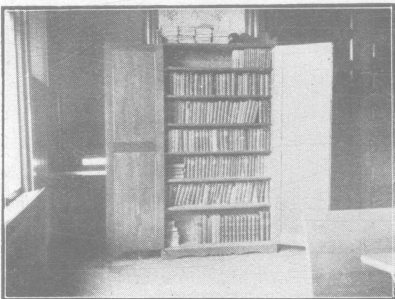
Centralized School at Mantua Center, Portage county, Ohio. Ready for the trip home. Elementary agriculture in High School course.



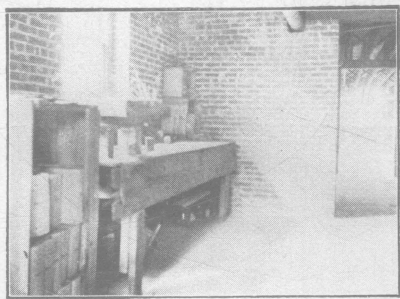
Centralized School at Vernon, Trumbull county, Ohio. Building cost \$6,000. Modern heating and ventilating system. Good piano, library, and music teacher.

## Routes

In townships or special districts where there is nearly or quite complete centralization no attention has been given to the old sub-district boundary lines in planning the routes. It appears that every effort has been made to have the children at the farthest points reach the central school in one hour, or in an hour and a quarter when the roads are in fair condition. Routes are from two and a half to eight miles long. The average is about four and one-half miles.



A library of over 200 volumes in centralized school at Welshfield, Geauga county, Ohio. Elementary agriculture in the course of study.



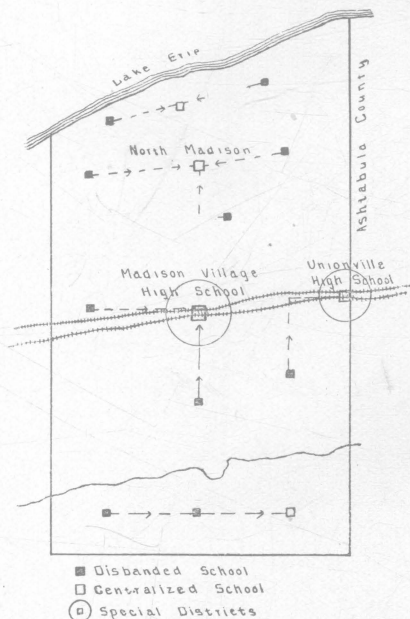
A work bench in the basement of school building at Kinsman, Ohio.

In Northeastern Ohio there are no pikes worth speaking of; sometimes it is necessary to use three or four horses. In Western and Southwestern Ohio nearly all roads on which there are school routes are constructed of good gravel or crushed stone.



## A Comparison

As an example let us cite what consolidation has done for Madison township, Lake county. The per capita expense on the basis of enrollment has decreased from \$16 to \$10.50, and, on the basis of average



Map of Madison township,  
Lake county.



Centralized School at Auburn Center,  
Geauga county.

daily attendance from \$26.66 to \$16.07. The total expense is about the same as under the old plan. More children have been able to attend school and to attend regularly.

In Springfield township, Clark county, two small schools were consolidated with other schools. Prior to that time the per capita expense, on the basis of average daily attendance, was in 1900, \$20.35; and in 1901, \$19.54. In 1902 (the year transporting began), \$19.08; in 1903 (two schools transported), \$18.39. In 1904 the sub-district schools were reopened and immediately the per capita expense increased to \$22.15. The tax rate immediately increased from 6 mills to 8 mills on the dollar.

No one, after making even the slightest investigation, can deny the fact that more children go to school more regularly than under the sub-district plan. The same money goes farther in producing an educated citizen than under the old plan.

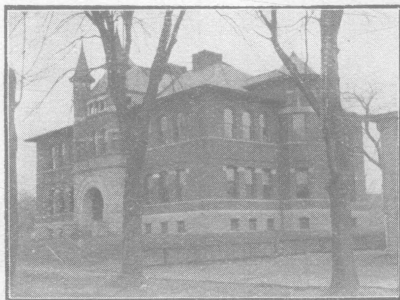
## The School Library

All townships except one answering inquiries about the old way and the new have said that there was no sub-district library. In the centralized school, as a rule, are excellent libraries in which are found material for all grades that can read reasonably well. Below is a list

of books representing about one-tenth of the library found in Kinsman Township Central School:



An abandoned school building in Franklin county, Blendon township. Board pays car fare of children to Westerville, north of Columbus.



School building at Westerville, where children from two abandoned schools in Blendon township, Franklin county, attend.

Agriculture in Some of its Relations with Chemistry, 3 vols.  
F. H. Storer.

Mushrooms, How to Grow Them. William Falconer.

Mortgage Lifters (paper).

Land Drainage. Manley Miles.

Alfalfa. F. D. Coburn.

The Dairyman's Manual. Henry Stewart.

Barn Plans and Out Buildings.

Onion Raising (paper). J. J. H. Gregory.

The Onion Book (paper).

New Onion Culture. T. Greiner.

The Percheron Horse. C. DuHays and M. C. Weld.

The Book of Corn. Herbert Myrick.

Soiling Crops and The Silo. Thomas Shaw.

Hints on Horse Keeping. H. W. Herbert.

Profits in Poultry.

The Nut Culturist. A. S. Fuller.

Ornamental Gardening. Charles Henderson.

American Highways. N. S. Shaler.

Farm, Garden and Seed Growing. Francis Brill.

Rural School Agriculture. University of Minnesota.

Birds and Butterflies.

The Butterfly Book.

Nature's Garden.

How to Attract the Birds.

Bird Neighbors. Neltje Blanchan.

Ginseng (paper). M. G. Kains.

Barry's Fruit Garden.

Small Fruit Culturist. A. S. Fuller.

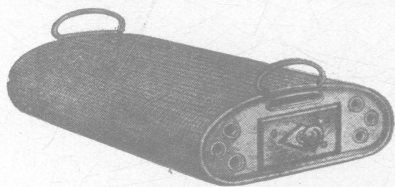
Gardening for Profit. Peter Henderson.

(This list is not given as a recommended list. It shows what has been done toward building up a school library that will be valuable

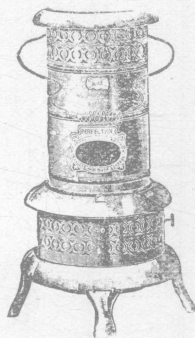
to parents and pupils. It shows also that agriculture is taking equal rank with other science studies in the high school.)

## Accidents and Diseases

With or without centralized schools, accidents and disease come as a part of the ills of this world. Investigation has been made as to which of the two plans offer the fewer possibilities for accidents and the



Carbon Brick Heater.



Coal Oil Heater.

Used for Heating Transportation Wagons.

better conditions for preventing the spread of contagious diseases.

Broken limbs that have come from climbing into passing wagons, cuts and bruises from stone throwing, tearing of little ones' clothes by those a little larger and older, not to speak of frozen toes, fingers, noses and ears may be charged up to the old plan. From the time centralized or consolidated schools have begun in our state only three accidents on the road to or from school have occurred so far as we have been able to learn. One was a broken arm, another a sprained wrist, and the third, the overturning of a sled load of children into a snow drift, in which no one was seriously hurt.

It is a fact that it has been necessary to close centralized schools, just as it becomes necessary to require church services to suspend for a few days or that an entertainment be postponed during the few days of alarm or during an epidemic. The danger of the spread of diseases is impressed upon people and greater pains and care are taken to prevent contagion than formerly when only one little school suspended and the children and parents continued going to church, Sunday school, sales, parties, and making the usual neighborhood visits. Very few central schools have been closed, however.

Children that become sick at school are as a rule nearer a physician than at home. If necessary to take them home immediately, private conveyances have been used. If not they are cared for in the wagon by the driver and taken as nearly as possible to the door of their home.

## Games

Under the old plan in many sub-districts there are not enough children to play organized games; instead, such imitative games as making play houses, riding stick horses, playing rabbit, etc., may be found being played by young children. School games are no small part



of school life; in these games there is an opportunity for fairness, justice, and many other minor virtues to be displayed. Here is an opportunity for the moral precepts and examples in the school room, home, and church to become a part of the life of the child.

If a school is to prepare for life there should be enough children in the school room or on the school ground to make social life a reality. A child brought up in a home where it has no brother or sister to question its rights or a few children on a school ground where there is no particular right to be defended or duty to be performed, does not get a true notion of what community life is. Man is a gregarious animal. He desires to be where a crowd is occasionally and is stimulated to activity. Those who read these pages and look at the pictures are doing so largely because they desire to know what some one else is doing.

Because numbers and wholesome rivalry arouse activity in class and games, everything should be done to restore the same school spirit once found in the country district school of from forty to seventy-five pupils. On the ground of from two to five acres of the central school are not only the imitative games but the blood-stirring social games of black-man or pull-away, basket-ball, base-ball, fox and geese, and prisoners' base. Vigorous physical exercise begets a desire for work in class. Can there be any wonder that the centralized districts have a larger per cent of pupils in their high schools than any others in the state? There is no breaking up of the sub-district social relation and forming another at some village or other high school; their associations are continuous from the lowest elementary grades to the last year of the high school.

### **The School Branches**

As a rule the elementary grades are taught more thoroughly because both teacher and pupil have more time in which to do the work. The old program of from twenty-five to thirty-five recitations a day has been shortened so that a teacher can prepare herself for the work of the day and feel a sense of satisfaction over what has been accomplished.

In the high schools are found many men and women who are graduates of colleges or who have made some special preparation for their work as high school teachers. In the courses are those branches usually taught in villages of from one thousand to fifteen hundred people. Several have already introduced the subject of agriculture as a science branch and are looking forward to providing equipment for carrying on the necessary experimental work with soils, water, etc., and the study of fruits, insects, etc., on the school premises. In centralized and township high schools great opportunities for improving rural life are presenting themselves.

### **Inquiries and Replies**

Sheets of inquiries were sent through the superintendents to several hundred parents in townships having centralized schools. A few of their answers to the most important questions are given below: How does the driver announce his coming? "By blowing a horn,"

"Blows a whistle," "Halloos," "Doesn't announce his coming; children learn about his regular time of coming."

Does your child stand and wait for the wagon? Every reply so far is "No."

Is it as necessary to clothe your child as heavily for the winter trips as under the old plan? Seventy-five per cent answer "No." Fifteen per cent "No difference," ten per cent "Yes."

Does your child attend school more regularly than under the old plan? Eighty per cent answer "Yes," twenty per cent "See no difference."

Does your child show an increase in its interest above what it was under the old plan? Ninety per cent answer "Yes," ten per cent "No."

Do your teachers show an increased interest? Ninety-five per cent answer "Yes." Five per cent answer "No" and "Notice no difference."

If it takes more time under the new than under the old plan, is it compensated for by better work? Eighty-five per cent answer "Yes," fifteen per cent answer "Can't say" and "No."

What effect has centralized or consolidated schools on the social and educational interests of the township? Most who answered said that there had been great improvement. One replied, "In the beginning it stirred up a great deal of trouble, but everything going along nicely now." A few replied, "No improvement; has not been established long enough to tell what it will do."

Did you object to centralizing or consolidating the schools? If so, what were your objections? Some answered, "I objected to the increase in taxes," "The route was too long."

In the main do you feel favorable toward centralized or consolidated schools to-day? Seventy-five per cent of those answering that they at first objected answered this question by saying "Yes." Some on the end of the longest routes answered "No." (Inquiry reveals the fact that there are still a few on farms that begin the day's work very late; the farms show it and stock show it.)

What is the general sentiment of those not having children to send to school? Answers are about equally divided. Some say "Favorable," some say "Unfavorable." (While there may be here and there a very close-fisted tax-payer, our own observation convinces us that the heavy tax-payer is quite willing to contribute his share for the general good. We hear more about a few noisy ones than we do about those who support any advanced movement and go quietly about their business. We have observed too that a few who pay thirty or forty cents school tax and two or three dollars dog tax have quite an overflow of words of criticism to offer about better school systems and higher education.)

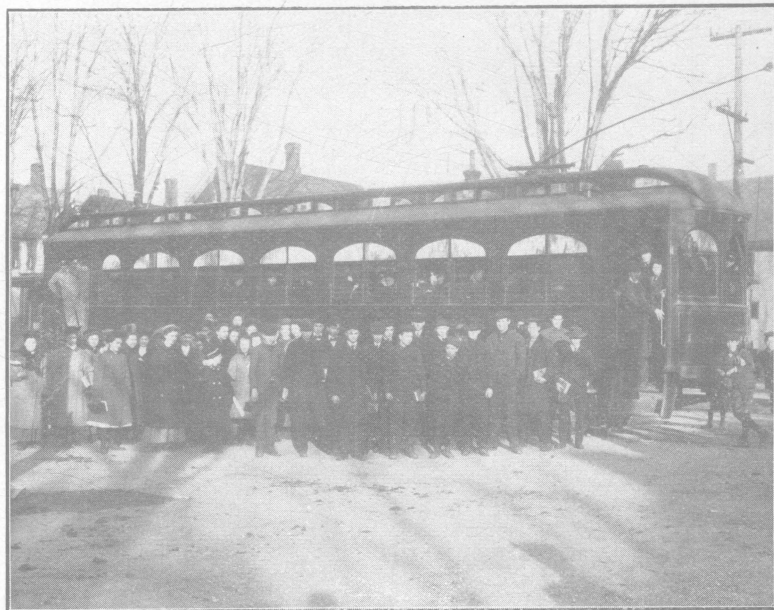
### **Advantages in Brief**

1. Better teachers will be secured and retained longer. Instead of passing the teacher around, the teacher is retained and the pupils are passed from grade to grade. Better supervision because the superintendent is directly in touch with each grade and each teacher.

2. It makes possible a school equal to the graded school of the village or city and retains every valuable feature of country life.

3. The general health of the children is better. There are no wet feet and draggled clothing. There are fewer colds and resulting diseases.

4. The morals of children is improved because common offenses to decency are held in check far more than under the old plan where fighting, profanity, vulgarity on the road to and from school, and an



Special School Car on Cleveland and South-Western Electric Line.

Transports about fifty township pupils to the High School at Elyria.

accumulation of obscene cuttings on fences and buildings all contribute to tear down what a good home attempts to build up.

5. It is the one great means for the introduction of agriculture, domestic art and science, and nature study into the country school.

6. It increases the value of farm property for those who desire to sell and provides a broader education for those who remain in the country. Under this plan whole families do not need to move to town to educate the children.

### Some Difficulties

1. Prejudice against a new thing and sentiment that prompts us to quote "Forty Years Ago," and relate some of our childhood experiences that are so vivid and so closely associated with the little weather beaten school house that, when all sentiment is thrown by, did little more than house us, sometimes prevent children from having modern advantages.

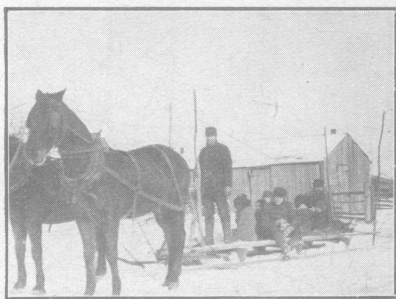
2. Bad roads and negligent drivers. The use that is being made of roads by the rural mail carrier, by milk haulers, and others who travel them daily is arousing an interest in road building that will make them of greater service to all. A negligent driver should meet the fate that some have already met—immediate dismissal. Negligence on the part of a driver is no less excusable than for a teacher.



There are over 750 schools of this size in Ohio. An average of about one to each of eight grades.



Going to school Feb. 6, 1906. Mercury 5 degrees below zero.



Children being taken to school Feb. 6, 1906. Five degrees below zero. A little quicker, but about as cold as if they had walked.



An entire school of nineteen has been taken to school in this wagon when mercury was 20 degrees below zero. Route, 7 miles. Carbon heater.